GREAT FALLS ELEMENTARY 301 Dearborn Street Great Falls, South Carolina 29055 PK-4 Elementary School GRADES 425 Students ENROLLMENT Sue Cauthen 803-482-2214 PRINCIPAL SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122 Mrs. Denise C. Lawson 803-581-6224 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 5 49 51 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

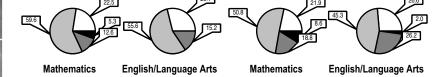
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003 2004	Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents				
Number of surveys returned	37	65	41				
Percent satisfied with learning environment	88.9%	86.2%	82.5%				
Percent satisfied with social and physical environment	89.2%	76.6%	82.5%				
Percent satisfied with home-school relations	83.3%	84 6%	82 9%				

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

PACT PERFORMANCE BY GROUP ole Proficient and State Objective July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students N/A 15.2 159 100.0 29.1 55.6 15.2 17.6 Gender Male 88 100.0 31.0 53.6 15.5 N/A 15.5 17.6 Female 100.0 26.9 58.2 14.9 N/A 14.9 17.6 71 Racial/Ethnic Group 100.0 23.9 55.7 20.5 N/A 20.5 17.6 White 94 African-American 100.0 37.1 54.8 N/A 8.1 17.6 64 8.1 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 100.0 N/A N/A N/A N/A N/A 1 American Indian/Alaskan 0.0 N/A N/A N/A N/A N/A 17.6 N/A Disability Status Not disabled 100.0 57.4 18.9 N/A 18.9 124 23.8 17.6 Disabled 35 100.0 51.7 48.3 N/A N/A N/A 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 159 100.0 29.1 55.6 15.2 N/A 15.2 17.6 English Proficiency Limited English proficient N/A N/A N/A N/A N/A N/A 0.0 17.6 Non-limited English proficient 100.0 29.1 55.6 15.2 N/A 15.2 17.6 159 Socio-Economic Status Subsidized meals 100.0 34.4 56.3 9.4 N/A 9.4 17.6 99 Full-pay meals 60 100.0 20.0 54.5 25.5 N/A 25.5 17.6 Mathematics All students 159 100.0 22.5 59.6 12.6 5.3 17.9 15.5 Gender Male 100.0 19.0 14.3 4.8 19.0 88 61.9 15.5 Female 100.0 26.9 56.7 10.4 6.0 16.4 15.5 71 Racial/Ethnic Group White 100.0 12.5 63.6 15.9 8.0 23.9 15.5 94 African-American 64 100.0 37.1 53.2 8.1 1.6 9.7 15.5 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 15.5 Hispanic 100.0 N/A N/A N/A N/A 15.5 N/A American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 100.0 15.5 124 20.5 59.8 13.1 6.6 19.7 Disabled 100.0 31.0 58.6 10.3 N/A 15.5 35 10.3 Migrant Status N/A N/A N/A N/A 15.5 Migrant N/A 0.0 N/A 22.5 Non-migrant 159 100.0 59.6 12.6 5.3 17.9 15.5 English Proficiency Limited English proficient N/A 0.0 N/A N/A N/A N/A N/A 15.5 Non-limited English proficient 159 100.0 22.5 59.6 12.6 5.3 17.9 15.5

Abbreviations for Missing Data

25.0

18.2

99

60

100.0

100.0

Socio-Economic Status
Subsidized meals

Full-pay meals

65.6

49.1

8.3

20.0

9.4

32.7

15.5

15.5

1.0

12.7

PACT PERFORMANCE BY GRADE LEVEL

		alle	Self Legal	lester ala Be	ONL	Basil	Profit	Advan Profit
		Enrolle	and less	0/08	ol.	olo	0/0	Advan Profit
					n/Langua	ge Arts	/	
	Grade 3	87	N/A	16.1	55.2	27.6	1.1	28.7
	Grade 4	74	N/A	30.6	54.2	15.3	N/A	15.3
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	80	100.0	23.7	59.2	17.1	N/A	17.1
	Grade 4	79	100.0	34.7	52.0	13.3	N/A	13.3
33	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	S		
	Grade 3	87	N/A	32.2	47.1	17.2	3.4	20.7
	Grade 4	74	N/A	23.6	44.4	16.7	15.3	31.9
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	80	100.0	23.7	61.8	11.8	2.6	14.5
	Grade 4	79	100.0	21.3	57.3	13.3	8.0	21.3
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 425)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 8.6%	2.7%	2.4%
Attendance rate Meeting grade 1 and 2 readiness standards	94.8%	Down from 95.4%	95.7%	95.9%
	N/A	N/A	N/A	N/A
Eligible for gifted and talented On academic plans	1.9%	Up from 1.1%	12.4%	13.2%
	N/A	N/A	N/A	N/A
On academic probation With disabilities other than speech	N/A	N/A	N/A	N/A
	11.1%	Up from 10.3%	8.4%	8.0%
Older than usual for grade	3.3%	Down from 4.6%	1.2%	1.1%
Suspended or expelled	0.9%	Down from 5.4%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	68.6%	Up from 58.3%	47.1%	50.0%
Continuing contract teachers	80.0%	Down from 86.1%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.1%	No change	86.9%	86.2%
Teacher attendance rate Average teacher salary	94.9%	Down from 99.4%	95.2%	95.3%
	\$39,484	Down 3.9%	\$39,408	\$39,909
Prof. development days/teacher	11.3 days	Down from 12.5 days	11.6 days	11.4 days
School				
Principal's years at school	14.0	Up from 13.0	3.5	4.0
Student-teacher ratio	15.8 to 1	No change	18.9 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 95.0%	89.4%	89.7%
Dollars spent per pupil*	\$6,608	Up 12.0%	\$5,651	\$5,892
Percent spent on teacher salaries*	71.1%	Up from 70.9%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.4%	Up from 99.0%	99.0%	99.0%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to above in high neverty cabools	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great Falls Elementary School's mission is for teachers, administrators, parents, and the community to join together in sharing the responsibility for providing challenging and successful opportunities for all students, enabling them to become lifelong learners and well-rounded productive citizens who treat others with dignity and respect.

Great Falls Elementary School is a 2002 Palmetto Silver Award winner, accredited by the Southern Association of Colleges and Schools, and a Title I school which serves approximately 461 students in grades pre-kindergarten through fourth. The ethnic composition of the school population is 61% Caucasian and 39% African-American. Sixty-seven (67) percent of our students qualify for free or reduced meals.

The faculty and staff have worked diligently to build a strong community of learners. Teachers have participated in intensive staff development in language arts, science, mathematics, brain research, and learning styles. Teachers and the principal are participating in the South Carolina Reading Institute, a three-year reading initiative. Ten teachers have received National Board Certification; one additional teacher is participating in the process to receive this certification.

We are striving to make connections between the community and school by providing monthly parent workshops, frequent conferences, and compacts with parents and students which emphasize that learning is a cooperative venture, and by encouraging parents to take an active role in their child's education. To assist us in meeting the challenge of having all students entering school ready to meet academic expectations, we will continue to offer parenting programs for parents of children ages birth to four pre-kindergarten classes, parent workshops, and a parent resource lending library.

We currently have many programs and services that we believe will have a positive impact on student achievement. In cooperation with the Chester County First Steps Partnership, and through private funding from the J. Marion Sims Foundation, a full day pre-kindergarten program was provided for forty four-year-old students. Other programs offered to students included a pre-school intervention program for Special Needs students, kindergarten/first grade transition class, and Reading Recovery for at-risk first graders, Compass Learning Computer lab for computer assisted instruction in mathematics and language arts, on-site Catawba Mental Health and DHEC counselors, on-site adult education program, Communities in Schools program for students in grades 3 and 4, before and after school tutoring, and computer lab for students who scored Below Basic on PACT, weekly program for academically gifted students and hands-on inquiry based science curriculum. Partnerships with Junior Achievement of Chester, Chester YMCA, Lancaster County Council of the Arts, Clemson University Extension Services 4-H Program, and Boy Scouts of America offer additional opportunities for our students.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.